

Transdisciplinary Theme

How We Express Ourselves



Central Idea

People use the performing arts to display cultural heritage and entertain.

Lines of Inquiry

- Different types of performing arts (form)
- The performing arts in different cultures (function)
- How cultural heritage is communicated through the performing arts (connection)

Teacher Questions

What are performing arts?
How is cultural heritage expressed through performing arts?
What does this performance tell you about the culture? How do you know that?
How do the performing arts affect people?

Learner profile

open-minded, risk taker, reflective

Key Concepts

function connection change

Attitude focus

creativity, confidence, tolerance



Transdisciplinary Skills

Social and communication skills will be exercised when learning and practicing various drama techniques. Students will be developing **social skills** when planning and carrying out their group performance. They will need to listen carefully to one another, assume their share of responsibility, and recognize and respect that other people's beliefs and ideas differ from their own. Students will use **communication skills** by stating their opinions, drawing conclusions from performances viewed and understand the ways in which images, music and language interact to convey ideas, values and beliefs. The unit will culminate in the children exhibiting these skills during the presentation of their summative assessment which will entail students working in groups to research a particular culture and create a performance.



Examples of Learning Engagements

Practice various drama techniques such as freeze frame, mime and charades

View and critique different performances, commenting on the aspects of the piece and making connections with culture, movements, sounds and props.

Explore the performing arts of their own culture

Research reasons for particular performances

Language: In preparation for the Exhibition, we are furthering our learning on paraphrasing information. We will be reviewing the features of various text forms (reports, persuasion etc.) Along with this, we will be studying the conventions of writing (spelling, punctuation, capitalization, etc.)

Maths: Students will be exploring: patterns, tessellations, translations, rotation, and reflection,.

Unit Vocabulary

body language
critique
expression
mime
pantomime
heritage

charades
cultural
genre
props
technology

choreography
communication
impersonation
plot
tradition

costumes
drama
improvisation
performance
theatre

Music Grade 5 will be working together to learn, rehearse, perform and evaluate a musical performance of the song, 'Silver and Gold'. They will choose and play instruments to accompany their performance. Grade 5 will listen to the famous composers Debussy and Chopin, and identify musical elements within their works as well as identify differences and similarities between pieces. They will also learn and sing a variety of songs for assemblies.

PE Grade 5 will begin their movement to the music unit looking at a variety of cultures through the performing art of dance. Students will have the opportunity to research their own and others' cultures and the occasions when dance is used as a form of entertainment. Students will learn a variety of styles of dance through peer teaching and sharing ideas. The unit will include choreographing their own dances and motif development. Students will then self-assess and evaluate their own performances through

Mother Tongue

Arabic: Watch a play and discuss the characteristics; write a script and perform.

German: Look at musicals, traditional folk festivals (songs and traditions).

Spanish: Look at theatre performances, write a script and perform. Focus on action words, adjectives and descriptive dialogue.

Library: Understanding reference materials: access, content, features of a variety of reference materials available in the library.

French: Learn songs to perform and explore drama vocabulary (people, sound, costume etc.) and other resources involved with creating and performing a production.



EAL: Work to develop sentences with meaning using appropriate capital letters and full stops. Incorporate unit vocabulary in student's evaluations and critiques of cultural performances. Increase their use of descriptive words for verbs and nouns.

Action in the PYP

What does action look like?

Action from someone involved in the PYP can be as simple as a student wanting to share with someone what they are learning about or going to the library to continue their learning of a particular topic.

What action can we take during and as a result of this unit of inquiry?

1. Students can research and watch various performances during their own time and discuss with friends, family and classmates.
2. Create, practice and share performances with others.
3. Inform others about the cultural elements of performing arts.
4. Design props and costumes.
5. Take lessons such as dance, piano, acting.
6. Become a member of The Doha Players and take part in a performance.
7. View local performances.



Please let us know if your child has taken any action. We will acknowledge their effort and celebrate this in the classroom.

How You Can Help Your Child?

Grade 5 students are required to do a considerable amount of research. Please remind your child that copy/paste is not permitted as it shows no understanding of the content. All work submitted must be in the student's own words. As they research, they must also record the sources that they have used in the bibliography format shown on the Wikispace.